

DOCUMENT RESUME

ED 054 367

VT 013 769

TITLE Guide for the Development of Libraries For Schools of Nursing. Third Edition.
INSTITUTION National League for Nursing, New York, N.Y.
REPORT NO Pub-14-1423
PUB DATE 71
NOTE 29p.
AVAILABLE FROM National League for Nursing, 10 Columbus Circle, New York, N.Y. 10019 (Pub. No. 14-1423, \$1.25)
EDRS PRICE EDRS Price MF-\$0.65 HC Not Available from EDRS.
DESCRIPTORS Information Retrieval, *Libraries, Library Expenditures, Library Facilities, Library Materials, *Library Planning, Library Services, *Nursing, *Practical Nursing, Program Evaluation

ABSTRACT

Designed to be used by those responsible for providing library resources for educational units in nursing, this publication contains standards and suggestions for evaluating the library resources for university, collegiate, and diploma nursing or practical nursing programs. Standards are provided for: (1) The Library Collection, including selection, arrangement, and maintenance, (2) Readers' Services, including interlibrary loans, information retrieval, and circulation procedures and statistics, (3) Technical Services, including acquisitions, cataloging and classification, and serials processing, (4) The Staff, (5) The Library Committee, (6) The Library Facility and Equipment, including location and space requirements, shelving, furniture, and lighting, and (7) Budget. A Medical Library Association checklist for rating a library, and a bibliography are included. (SB)

ED054367

GUIDE FOR THE DEVELOPMENT OF
LIBRARIES FOR SCHOOLS OF NURSING

Third Edition

NATIONAL LEAGUE FOR NURSING
1971



VT013769

ED054367

GUIDE FOR THE DEVELOPMENT OF LIBRARIES
FOR SCHOOLS OF NURSING.

Third Edition

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

NATIONAL LEAGUE FOR NURSING,
10 Columbus Circle, New York, New York 10019

1971

Publication Number 14-1423

Price: \$1.25

Copyright, 1971, by

NATIONAL LEAGUE FOR NURSING

All rights reserved. This book, or parts thereof, must not be reproduced in any form without permission of the publisher.

ED0024303

"PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL BY MICROFICHE ONLY
HAS BEEN GRANTED BY
National League
for Nursing
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE
OF EDUCATION. FURTHER REPRODUCTION
OUTSIDE THE ERIC SYSTEM REQUIRES PER-
MISSION OF THE COPYRIGHT OWNER."

PRINTED IN THE UNITED STATES OF AMERICA

PREFACE TO THE THIRD EDITION

Since the appearance of the second edition of the Guide in 1964, demands on and requirements for libraries serving nursing schools have increased in proportion to the dramatic technological advances and changes in nursing service and nursing education that have taken place. A substantial revision of the Guide was therefore necessary.

The standards and suggestions set forth in this edition are intended for the use of all those responsible for or concerned with the provision of library resources for educational units in nursing offering programs in professional or technical nursing in evaluating the adequacy and relevancy of the nursing collection. Although specifically addressed to university, collegiate, and diploma programs in nursing, the basic standards will be useful in evaluating the library resources for practical nursing programs as well.

The present edition of the Guide was prepared by a committee of the Interagency Council on Library Resources for Nursing (Helen Calhoun, Director, Nursing Education Publications, National League for Nursing, Committee Chairman; Alfred N. Brandon, Chairman and Professor, Department of Library Science, Mount Sinai School of Medicine of the City University of New York; and Jean Frohlich, Librarian, Sinai Hospital of Baltimore), with valuable assistance from Lois B. Miller, Librarian, American Journal of Nursing Company Library, and assistant editor, International Nursing Index, and Dorothy R. Hill, Assistant Professor, Department of Library Science, Mount Sinai School of Medicine of the City University of New York. A new feature of the Guide is the inclusion of a checklist for the evaluation of libraries published by the Medical Library Association, permission for the reprinting of which is gratefully acknowledged.

--NLN Division of Nursing Education

CONTENTS

PREFACE TO THE THIRD EDITION	iii
INTRODUCTION	1
THE LIBRARY COLLECTION	2
Selection	2
Books	2
Periodicals and Periodical Indexes	3
Pamphlets	3
Audio-visual Materials	4
Collections on Clinical Units	4
Arrangement	4
Maintenance	5
READERS' SERVICES	6
Interlibrary Loans	6
Automated Information Retrieval Systems	7
Circulation Procedures and Statistics	7
TECHNICAL SERVICES	8
Acquisitions	8
Cataloging and Classification	9
Serials Processing	10
THE STAFF	12
The Librarian	12
The Assistant Librarian	13
Clerical Assistants	13
THE LIBRARY COMMITTEE	14

(Continued)

Contents--Continued

THE LIBRARY FACILITY AND EQUIPMENT	15
Location and Space Requirements	15
Reading Room	15
Workroom	15
Librarian's Office	15
Shelving	15
Furniture	16
Lighting	16
BUDGET	17
MEDICAL LIBRARY ASSOCIATION CHECKLIST FOR RATING THE LIBRARY . . .	18
REFERENCES AND BIBLIOGRAPHY	20

INTRODUCTION

A well-selected, well-organized, well-administered, suitably housed library can greatly supplement and enhance the educational program or programs offered by the school of nursing. The functions of the library will, to a large degree, be determined by the educational program. Such a library is the information center of the school; its organization and use are a cooperative endeavor involving the faculty, the librarian, and the students, whatever the type of program offered and whatever the kind of library used. Although libraries serving university and collegiate schools of nursing are provided by the degree-granting institutions and many of those serving diploma schools are provided by the hospitals, it is nonetheless the responsibility of each school to see to it that its library needs are adequately met. It is recognized, of course, that other areas of the institution also have library needs; the intent of the Guide, however, is to delineate and to emphasize the needs of the school of nursing. Therefore, for the purposes of this publication, the term library refers to all those library resources requisite to the achievement of the purposes and objectives of the school of nursing, whether provided through an institutional library or libraries or maintained by and housed in the school. Also, for the purposes of this discussion, the term school of nursing refers to any educational unit in nursing that offers a program in professional or technical nursing.

The library should provide, from its own collection or through interlibrary loan, the reading and reference materials necessary to support the educational program. Requisites for the provision of adequate support include:

1. An organized collection of books, periodicals, audio-visual materials and equipment, and related materials for reference and research, with access to cultural and recreational reading matter through either the nursing school library or through other sources within the community.
2. Technical library services for making materials accessible.
3. A qualified librarian supplemented by sufficient clerical assistance.
4. A library committee composed of faculty members, the librarian, and representatives of the student body.
5. Equipment and materials necessary for proper maintenance and growth.
6. Adequate funds for upkeep and development.

The following statements regarding the topics listed above are intended as a checklist for use by all those concerned with the appraisal of nursing school facilities--directors and faculty, librarians, library committees, and other appropriate persons--in evaluating their present library resources or in developing them further. The library should be evaluated in terms of its holdings and their organization for use in relation to the purposes of the educational program offered and its effectiveness as reflected by the manner and the extent to which it is used by students and faculty.

THE LIBRARY COLLECTION

SELECTION

The library collection of books, periodicals, pamphlets, audio-visual aids, and related materials is appropriate in size and scope to the purposes and content of the educational program or programs offered by the school and to the number and kind of students and faculty. Preparation for nursing today requires a far more comprehensive library collection than was needed in past years, and emphasis must be placed on the broadness of the range of essential materials.

Books

The size and content of the book collection necessary to support a particular educational program are determined by the school. Factors affecting the number of titles include the objectives of the school and its curriculum, the content of courses, the textbooks that the students own and use, the accessibility of other libraries or collections in the institution or the area, the possibility of borrowing through interlibrary loan, and the degree of awareness of the faculty of the advantageous contribution that a well-supported library can make to the educational program.

The collection of reference books covers a wide variety of subjects besides nursing and medicine. Useful suggestions for the content of the reference collection are contained in such published lists as "Reference Sources for Nursing" compiled by the Interagency Council on Library Resources for Nursing (20) and "Selected Reference Aids for Small Medical Libraries" by Howertine F. Duncan (16).

In the basic collection, it is usually preferable to have several different books on a subject rather than multiple copies of one or two titles. However, multiple copies of a particular title will be needed if students are assigned chapters for reading; in such instances, it is important that a sufficient number of copies be made available. The librarian should receive reading lists well in advance of the time that assignments are made so that the required materials can be purchased and processed.

Although major responsibility for determining the school's library needs rests with the faculty, it is important that the librarian exercise independence in noting necessary materials and in placing orders for them. The librarian should make certain that materials in all areas of the curriculum are purchased and that new editions of relevant books are acquired immediately upon publication. Besides faculty recommendations, aids to book selection include reviews in current nursing, medical, educational, and allied journals; authoritative lists of recommended books (11, 21, 36, 37); Publishers' Weekly; publishers' catalogs, newsletters, and publicity releases (in particular, those issued by the American Nurses' Association, National League for Nursing, and American Hospital Association); bibliographies; Current Catalog (15); Subject Guide to Books in Print (38); and other comparable sources.

Contributing to the cultivation of student attitudes and appreciations through recreational and cultural reading is an important responsibility of the library. Without ques-

tion, it is costly to acquire and maintain a collection of this kind in a professional library, particularly in a separate nursing school library. If funds are not available for such a collection to supplement the essential professional and technical materials, it is suggested that students be encouraged and helped to make use of community library resources. Cooperation can be sought from the public library; if its policy permits, it may be willing to place a periodically changed deposit collection of recreational reading materials in the nursing school library. In any case, students should be urged to become familiar with and to make use of the public library's recreational and cultural resources.

Periodicals and Periodical Indexes

In addition to books, the library should have a wide variety of current periodicals covering nursing and allied professional subjects, the biological and physical sciences, the social sciences, the humanities, and current events. The three most heavily used nursing journals, American Journal of Nursing, Nursing Outlook, and Nursing Research, are fundamental to the collection. There should be at least one bound set (including annual and cumulative indexes) of each of these titles, and because of substantial demand, duplicate unbound issues should be retained.

Institutional membership in the Medical Library Association provides a means of obtaining needed back issues of journals at little cost. The MLA sends a monthly Exchange List to its institutional members. This service is especially important to libraries whose funds for back files are limited or nonexistent; a refund of postage is the only charge involved.

For sufficient literature coverage, the library should subscribe to the following indexing services and maintain files of their previously published cumulative volumes:

1. International Nursing Index, 1966- (21).
2. Cumulative Index to Nursing Literature, 1956- (13).
3. Hospital Literature Index (at least for the last 5 or 10 years) (18).
4. Abridged Index Medicus, 1970- (unless the Index Medicus is readily available elsewhere to students and faculty) (1).
5. Social Sciences and Humanities Index, 1965- (33).

The library's index collection will be usefully augmented by the inclusion of the Nursing Studies Index, a historical guide to research studies covering the years 1900-1959 (46). The abstracts contained in Nursing Research provide further guides to nursing research studies.

Pamphlets

The pamphlet collection must be carefully chosen, logically organized, and easily usable; otherwise, it is worthless. The file of pamphlets, published and unpublished documents, bulletins, illustrations, and similar materials relating to nursing and allied disciplines should be weeded regularly in order to keep it current and pertinent.

Audio-visual Materials

With teaching methods changing so dramatically, the library may be required to develop a collection of audio-visual materials. Slides, filmstrips, tapes, 8mm cartridge films, anatomical models, charts, and similar materials exemplify audio-visual items for which the library may be responsible. All such materials should be organized and cataloged for quick access.

Making accessible slide-tape or other programs prepared by faculty for individual study by students is still another aspect of the library's involvement with audio-visual teaching materials. Ideally, projectors, tape recorders with earphones, and similar equipment should be available for use within the library as well as in the classroom. The extent to which the library is affected by the housing and handling of audio-visual material and equipment depends primarily upon the policies of the parent institution. For an overall view of audio-visual aids in relation to nursing, The National Survey of Audiovisual Materials for Nursing, 1968-1969, should be consulted (3).

A collection of catalogs listing films that can be borrowed free of charge or at a small cost can be of immense value to faculty members in the planning of their class programs. It is also worthwhile to keep a file of catalogs and brochures describing commercially prepared programs, slides, tapes, and films that are available for purchase.

Collections on Clinical Units

The content of clinical unit collections will, in all probability, be chosen by the departmental personnel. The administration of the collections may or may not be the responsibility of the librarian. In any case, the librarian and the library committee should be aware of what they include and make sure that student needs for reference materials in hospital unit collections are met.

ARRANGEMENT

Insofar as possible, books are kept on open shelves that are readily accessible to the clientele. Within reasonable limits, books and monographic works should be arranged without interruption of their classification order. If possible, oversize books should be shelved by their classification numbers in the same area as the other books of the collection (adjustable shelving increases this possibility). However, if that is not feasible, some device, such as suitably marked dummies, can be used to indicate their location. Rare books and archival materials need to be specially housed and protected. Reserved books, which must be distinctly and clearly marked, can be shelved together in a special reserved-book section or in their regular places on the shelves. Although each method has advantages and disadvantages, the former is more desirable.

The arrangement of pamphlets varies from library to library. They can be practically organized in any way that makes them easily accessible to the particular students and faculty requiring the material. Suggested methods include (1) assigning appropriate subject headings to the pamphlets and filing them alphabetically by subject in vertical files; (2) storing them in labeled pamphlet boxes and shelving the boxes with books in the same

general class; and (3) using pressboard binders for pamphlets, classifying and cataloging them, and shelving them with other monographic works. The cost and labor involved in the last method are justifiable only if the materials have permanent value or are heavily used.

For maximum usage, current issues of periodicals need to be prominently displayed in the library; other unbound issues and bound volumes must also be housed in a logical and retrievable manner. Shelving is determined, to a great extent, by the physical facilities of the individual library. The most widely acceptable method of arranging journals in a medical or technical library is alphabetically by the direct (running) title. When that arrangement is used, classification numbers are not designated. However, journals can be cataloged, assigned call numbers, and shelved according to the classification scheme.

MAINTENANCE

All library materials are kept in good condition. Torn pages or loose sections of books and periodicals are mended; worn books that are still of value are rebound; frequently used single copies of periodicals and pamphlets are reinforced; pictures are properly mounted and protected.

The criteria for the binding and retention of journal back files must be determined by the library itself in the view of its clientele's needs, its space limitations, and other facilities in the area. With the exception of the American Journal of Nursing, Nursing Outlook, and Nursing Research, which must be maintained in bound form, the small nursing school library may find that from the standpoint of both economy and convenient usage, journal issues need not be bound but merely reinforced and shelved. Such a plan is probably not practical if the journal collection is large. A study made at the Yale Medical Library indicated that "in the Yale Medical Library unbound issues of moderately used periodicals do not disappear any more often than other materials." (12). Another study made at the same library revealed that "the current use of a journal appears to continue for five years with the second year after publication being the time of heaviest use." (12). If at all possible, journal back files should be retained for five to ten years except for the three nursing journals mentioned above, back files of which should be retained permanently.

READERS' SERVICES

Since the library functions as an information center, it makes its own resources and those of other libraries available to faculty and students through various means, which include the following services:

1. Providing accurate, prompt reference service.
2. Planning with faculty members to ensure that specific library materials that are required for class sessions and assignments are in the library collection prior to the time when they are needed.
3. Assisting patrons in compiling bibliographies and reading lists.
4. Notifying faculty members when new books are received and journal articles or book reviews of special interest are published, perhaps by means of a monthly or bimonthly newsletter and a recent acquisitions list.
5. Encouraging faculty members to have books sent to their classes for use in teaching and discussions.
6. Orienting both students and faculty to the general organization, resources, and services of the library. The program for new students may include classes and practice in the use of the library and its materials. The librarian may also give such instruction to students on an individual basis.
7. Formulating library rules that emphasize the positive aspects and privileges of library use as well as the necessary limitations. Such regulations are distributed in printed or mimeographed form to the clientele of the library.
8. Opening the library for such hours as meet the requirements of the students and faculty. A member of the library staff is in attendance at all times when the library is open, and there is at least part-time supervision by a qualified librarian during vacation periods. Provision is made for the return of books and other materials when the library is closed.
9. Arranging interlibrary loans on a reciprocal basis.
10. Publicizing the library's services and resources and those of the regional medical library through exhibits, institution and school publications, bulletin boards, and other appropriate means of communication.

INTERLIBRARY LOANS

Arrangements for borrowing materials from other libraries should be made by the librarian in accordance with standardized interlibrary loan procedures. The National Interlibrary Loan Code of 1968 and a detailed account of this aspect of library borrowing and lending can be found in the Interlibrary Loan Procedure Manual issued by the American Library Association (39). Requesting materials from other libraries obviously pre-

supposes a willingness to lend materials as well. A library serving a nursing school should contain practically all of the items essential to support the school's undergraduate programs and students. However, interlibrary loan borrowing is justified and should be used for obtaining material for faculty, professional personnel, graduate students, and in special instances, undergraduate students. The availability of an interlibrary loan service should be made known to the library's patrons.

AUTOMATED INFORMATION RETRIEVAL SYSTEMS

The librarian should be familiar with the resources offered by the area's regional medical library for access to the computer-based information retrieval systems covering medical literature. The best known of these is the Medical Literature Analysis and Retrieval System (MEDLARS) sponsored by the National Library of Medicine. This system is able to search journal literature from 1964 to date. The capabilities, operation, and limitations of MEDLARS are presented in A Guide to MEDLARS Services (43). Requests by professional personnel for MEDLARS searches should be submitted to the regional medical library for processing. The school librarian should be well enough informed on the MEDLARS program to know whether a search request is valid or whether the information can be obtained from conventional indexing tools. Some regional medical libraries may have access to additional medical information retrieval systems such as the State University of New York Biomedical Communication Network, which indexes both books and journals, and the Lister Hill National Center for Biomedical Communications of the National Library of Medicine, which indexes those journals in clinical medicine covered by the Abridged Index Medicus. Since services may differ from region to region, the director of the regional medical library program for the area in which the library is located should be consulted for exact details.

CIRCULATION PROCEDURES AND STATISTICS

The proper functioning of circulation procedures upgrades the image of the entire library operation. Accuracy of circulation records is of paramount importance for a good relationship between the library and its clientele. The method used for charging out library materials should be simple and uncomplicated both for the patrons' benefit and in order to minimize the clerical error rate. The overall circulation system should include a convenient means of identifying overdue materials, of sending out notifications, and of collecting fines if fines are imposed.

A daily record should be kept by the circulation attendant of the number of books, journals, and other materials loaned and of the number of students, faculty, and staff who use the library. The daily records are generally cumulated monthly and annually. A comparison of current circulation statistics with those for previous months and years shows the increase or decrease in the use of the library and possibly the kind of usage (depending upon the kind of statistics recorded). If there is a fine system, a careful account of the money received from this source and of its expenditure must be kept.

TECHNICAL SERVICES

Without technical services, no library can operate and carry out its prescribed assignment of information dissemination. The quality of technical services correlates to a high degree with the quality of public services. Unless materials in the collection can be retrieved in a rapid, economical, efficient manner, the library has lost its reason for being. As previously stated, an in-depth discussion of technical services would not be appropriate here, but because of the importance of this phase of library work, the three generally recognized entities of technical services--acquisitions, cataloging, and serials (periodicals) processing--will be described broadly. In the typical separate nursing school library, technical services are performed by the librarian and clerical assistants; in many large health sciences libraries, each aspect is dealt with by a separate department.

ACQUISITIONS

The acquisitions program encompasses the selection as well as the physical procurement of materials for the library collection. If the acquisitions activities are viewed in the light of total responsibility for the content of the collection, withdrawal of outdated, useless materials (weeding) logically falls into this category.

Selection methods and guides for the purchase of nursing school materials have been noted earlier in this Guide in the section on book selection. The actual purchasing procedures with which the library must comply are subject to the policy of the institution; the latitude of freedom given the librarian will vary from institution to institution. Frequently, for economical reasons and from a timesaving standpoint, utilizing the services of a book agent is more desirable than dealing directly with individual publishers. Qualifications, abilities, and business practices of a book agent can most reliably be learned from discussions with local librarians who use the services of the particular agent.

Each time a gift of materials having no value to the library is accepted, an unnecessary expense is incurred; their handling, storage, and dispersal are expensive. Gifts should be judiciously accepted, and whenever possible, valueless items should be tactfully declined.

Unless the librarian has had extensive experience, faculty members and the library committee are usually consulted before items are withdrawn from the collection. If a large subject area of books is to be weeded, the librarian should seek help from faculty who possess expert knowledge in the field. The customary policy is to retain a book both in its current edition and in the immediately preceding one and to discard older editions. However, some libraries may permanently retain first editions of significant texts for their eventual historical value. Monographic works more than ten years old should be checked for the current worth of their subject content. When books are withdrawn, all identifying marks of library ownership should be removed, and an indication of their withdrawal should be clearly visible on the books themselves.

If financial records of the cost of purchased library materials are necessary for budgetary purposes, the keeping of such records is a part of the acquisitions procedure.

Other statistics include the number of items acquired, withdrawn, replaced, and duplicated; some of these statistics may be more conveniently recorded at the time of cataloging.

CATALOGING AND CLASSIFICATION

Once items for the collection have been selected and purchased, they must then be arranged, described, and indexed for retrieval. To accomplish these purposes, materials are classified and cataloged.

Classification systems are designed to bring books on the same and related subjects together in logical order on the shelves. Several schemes have been devised. The National Library of Medicine classification system (44) and the Library of Congress classification system (40, 41) are the ones most often recommended for medical, nursing, and health sciences libraries. If the National Library of Medicine scheme is followed, it must be augmented by the Library of Congress scheme for paramedical and nonmedical fields such as psychology, social science, and education.

The call number assigned to a book is composed of two basic elements. The first is the class number, which is derived from the classification system being used. The second part is the Cutter number (also known as the author number), which is derived from the Cutter-Sanborn Three-Figure Author Table (14). Additional components of the call number, such as indications of editions, dates, volumes, and copies, will depend upon the format used in the library. Each call number should be distinctive and should not be duplicated.

The actual cataloging procedure entails the establishing of a main entry, describing the item bibliographically, and assigning pertinent subject headings. Details of descriptive cataloging can be obtained from the Anglo-American Cataloging Rules (35). For less detailed information, Simple Library Cataloging by Susan G. Akers (2) or Commonsense Cataloging by Esther J. Piercy (32) are helpful aids.

Subject headings should be based upon a recognized authority list. There are two such lists that are specifically tailored to the scope of nursing materials: Nursing Subject Headings; Headings and Cross References Used in the Cumulative Index to Nursing Literature (31) and the Nursing Thesaurus (4), which is the subject heading list used by the International Nursing Index (INI). The Thesaurus, which has many cross references and definitions of subjects, is the guide to the nursing subjects in the Medical Subject Headings (MeSH) (44). The Thesaurus was compiled to help the user of INI bridge the gap between commonly used nursing terms and headings used in INI and MeSH. MeSH is probably the best known list for medically oriented libraries. Another widely used source is Subject Headings Used in the Dictionary Catalog of the Library of Congress (42).

Cataloging produces two important library files. The first is the card catalog, which serves as an index to monographic and classified materials in the library by providing an author, subject, and title approach for locating items. The card catalog is arranged alphabetically and may be a dictionary catalog having author, title, and subject cards in one alphabet or a divided catalog having author and title cards in one section and subject cards in another. Current trends favor the divided catalog concept. It should be kept in mind that the card catalog is for the use of the clientele as well as the librarian and must be intelligible to both. Relevant cross references greatly increase the value of the card catalog as an information tool.

The second file is the shelflist. The shelflist cards are arranged by call number in the same order that the books are situated on the shelves. The shelflist is an important means of evaluating the strength of the library collection by a subject breakdown. The shelflist card should contain essential bibliographic information for the book and may also include accession information. Withdrawn books, lost books, and duplicate copies are noted on the shelflist cards. The total number of volumes in a library can be determined from the shelflist, and the duplication of call numbers is checked for this file. The shelflist is primarily for use by the library staff; the card catalog is a public file.

If hospital unit collections are the responsibility of the library, they should be included in the card catalog and in the shelflist. To avoid confusion, catalog cards should clearly indicate the location of materials not housed in the library.

Because of reports required by various accrediting bodies, a record should be kept, preferably by subject, of the number of titles and volumes cataloged. Such a record might also include costs. This tabulation graphically shows whether the collection is balanced in correlation with the curriculum and whether book funds are judiciously spent. A comparable subject listing of the number of withdrawn items may prove useful for evaluative purposes.

Audio-visual materials, too, must be classified and cataloged, so that their availability will be known to library patrons. Information on handling such media can be found in Standards for Cataloging, Coding and Scheduling Educational Media (28).

SERIALS PROCESSING

Serials processing can be interpreted to cover the handling of periodicals and non-classified serials that together make up the serials collection. In a technical library, the most up-to-date research information is contained in its current journals, not in its monographic collection. Therefore, journals and serials must be as readily available as books. Some aspects of this topic have already been covered in the Guide under the subjects of selection of periodicals and periodical indexes (page 3), arrangement (page 4), and maintenance (page 5).

Current journals must be checked in daily. A visible file (Kardex) is by far the most convenient record to use for this purpose. Preferably, the visible file should be set up for the use of library patrons. Subscription information can be kept in the visible file or in a separate card file; this decision is made by the individual librarian. The visible file is an appropriate place to record claiming information for journal issues.

If the library subscribes to a large number of periodicals, securing the services of a subscription agent might be more efficient than entering each subscription with the individual publisher. Some agents are imposing a service charge of 3 to 10 percent; the librarian should be cognizant of any such charge before becoming involved with an agent. If the number of subscriptions is large enough and the services are valuable enough to save the library staff time and effort, an agent's service charge is a justifiable expense. As with book dealers, the librarian can best ascertain the quality of a subscription agent's performance by consulting another librarian who is currently using his services. An inefficient subscription agent, with or without a service charge, is an expense that no library can afford.

A shelflist must be kept for the serials collection. If the collection is classified,

the form of the serials shelflist is basically the same as that of the monographic collection. However, if the more conventional alphabetical title arrangement is used for periodicals and serials, the shelflist should also be filed alphabetically. Only keywords of the titles are considered in alphabetizing; prepositions, **conjunctions**, and **articles** are ignored. In this case, the shelflist record for a journal might consist of an initial card noting its title, publication dates, place of publication, and its history if title changes, mergers, divisions, and suspensions have occurred. Subsequent holdings cards list the actual back volumes and issues held by the library; volume dates and accession numbers (if any) should appear on the holdings cards.

Even though the serials collection is not classified, its titles should appear in the card catalog for the benefit of the library patrons. The librarian can best determine whether full bibliographic and subject information is necessary or if a title listing is sufficient for the card catalog record. The subject content of the serials collection is more frequently ascertained through journal indexes than through the card catalog.

THE STAFF

THE LIBRARIAN

Qualifications.--The librarian should have a master's degree in library science. Courses in medical librarianship and a background in the biological and social sciences are desirable assets. At least one year of professional experience in a college, public, school, special, or medical library is recommended.

Status.--The librarian has faculty rank, with the corresponding privileges and obligations. As a faculty member, the librarian's functions include attendance at faculty meetings and participation in discussions bearing on the development of the teaching programs of the school.

Personnel Policies.--The librarian's salary corresponds to salaries of other faculty members of comparable rank, preparation, and experience as well as to those of librarians in the community. The nearest library school can probably give helpful consultation on salary scales within the area. Working hours, sick leave, retirement plan, insurance coverage, and similar benefits for the librarian are also on a par with those for other faculty members.

Administrative Functions.--The administrative functions of the librarian are carried out with the approval of the individual to whom she is responsible and with the advice and support of the library committee. Typical administrative functions performed by the librarian are:

1. Administering the library, its collection, and its staff.
2. Determining library policies.
3. Preparing the library budget and controlling the expenditure of allotted funds.
4. Selecting the library staff.
5. Suggesting persons to be appointed to the library committee.
6. Submitting periodic reports (e.g., of attendance, circulation, expenditures, et cetera) to the faculty and to the administrative officers of the school of nursing.
7. Planning and executing library publicity.
8. Representing the school of nursing at meetings of national, regional, and local library organizations and attending meetings of allied professional associations.

Service Functions.--The service functions of the librarian are described in the sections titled "Readers' Services" and "Technical Services."

THE ASSISTANT LIBRARIAN

If the size of the library and the number of faculty and students are such as to require an assistant librarian, the assistant should have the same basic qualifications as the librarian, although experience is not as important as it is for the librarian. The duties of an assistant librarian vary from library to library. Generally, the person filling this position assists the librarian in diversified administrative capacities, with special emphasis being placed on public service aspects, but the technical service functions, also, may fall within the realm of the assistant librarian's responsibility.

CLERICAL ASSISTANTS

Essential qualifications of clerical assistants are graduation from high school, competence in typing, and an aptitude for detailed work. In any library, and especially in a small library with limited professional help, the caliber of the clerical staff determines to a significant extent the efficiency and effectiveness with which the library operates. Duties of clerical assistants are designated by the librarian, taking into account the specific needs and demands posed by her own library situation.

Adequate clerical help must be supplied by the institution. Without sufficient help, the professional librarians are forced to spend a great amount of time engaging in clerical activities instead of in providing essential professional library services to the clientele--and librarians are very expensive "clerical" employees.

THE LIBRARY COMMITTEE

The library committee serves primarily in an advisory capacity to the librarian through discussing, establishing, and supporting library policies. It also acts as a liaison between the library and its clientele--namely, faculty and students. Routine details of library administration do not come within the scope of the committee. The members of the committee include the librarian, faculty members representing the various areas of the curriculum, administrative officers, and students.

To have a dynamic impact upon the status of the library, it is mandatory that the committee hold regularly scheduled meetings; additional meetings may be called whenever circumstances so require. It is also necessary that the library be adequately represented on any faculty committee whose decisions affect the holdings, functioning, or services of the library.

THE LIBRARY FACILITY AND EQUIPMENT

LOCATION AND SPACE REQUIREMENTS

The library is located in a quiet area, relatively free from traffic, that is easily reached by students and faculty. An advantageous positioning of the library increases the role it plays and the contributions it makes to the educational program offered by the institution. Helpful information on library planning and equipment will be found in the following references: 8, 9, 22, 24, 28.

Reading room. --Reading room space is estimated at 30 to 35 square feet per reader. This estimate allows for chairs, tables, carrels, traffic areas, adjustable wall shelving, special shelving, circulation desk, card catalog, vertical files, and other freestanding equipment.

Seating capacity is planned for about 25 percent of the student enrollment. A variety of seating arrangements is desirable--e.g., an interspersing of tables and chairs, carrels, and lounge chairs. Where small soundproof group-study areas situated in or near the library exist, they are usually heavily utilized and greatly appreciated by students.

Suggested allowances of space are: 6 feet in front of the circulation desk, 5 feet in front of the card catalog, and 4 feet in front of vertical files. All planning should be done with both the library's imminent growth and potential growth in mind.

Workroom. --A separate workroom for technical processing activities should be a part of the library. If it is to be used to full capacity, this room must be supplied with ample shelving for materials being processed and with sufficient counter space for working areas. An allowance of 125 square feet per person is recommended as sufficient space for desks, shelving, sinks, **worktables**, file cabinets, passageways, and book trucks.

Librarian's office. --The librarian's private office should be apart from but adjacent to the general area of the library. The room should be large enough to house standard office equipment and a limited amount of shelving. If space permits, the office can be furnished to accommodate committee meetings and small gatherings.

SHELVING

The first requirement for shelving is that it be adjustable. Library shelving should not only be sufficient for the present collection but also have a reserve capacity for anticipated growth of the collection. Volumes should not be crowded, and empty space should be left on each shelf.

The amount of shelving required is contingent upon several factors. Normally, a reliable estimate for future shelving needs can be made by studying the average annual increase in the number of acquired volumes computed over a period of several years. It goes without saying that considerably more shelving is utilized in a library that has its entire collection in an open stack arrangement than in one that makes use of closed storage space for older books and journals. If a school is planning to enlarge its educational program or to open an additional program, the library is obliged to augment its

collection accordingly, but in such instances, shelving requirements cannot be ascertained from statistics of prior years. If prospects exist for a new physical library facility in the immediate or distant future, needs must be formulated on an entirely different basis than that applicable where the present location is, for all practical purposes, the permanent one. Before doing any detailed planning, the librarian should make a thorough study of manufacturers' catalogs in order to be cognizant of the numerous types of library shelving units that are available.

In determining the shelf space required, calculating on the basis of an average of six to seven standard-size books or four to five bound periodical volumes per running foot of shelving should yield a dependable estimate. Open shelving and stacks are the most practical for user accessibility. However, shelving of that type should not be higher than 7 feet. Shelves that are longer than 36 inches are likely to sag and probably should not be used. The depth of shelves for proper accommodation of standard-size books should be 8 to 10 inches, and for oversize books and periodicals, 10 to 12 inches. To assure adequate aisle width, stack ranges should be placed 3 feet apart. In an open stack area, good lighting, either natural or artificial, is essential and must be taken into account in the initial plans.

Current journal issues can be most advantageously shown and current unbound journal volumes most conveniently stored by the installation of units consisting of hinged, sloped display shelves with flat storage spaces beneath, which are concealed when the display shelves are in natural position.

FURNITURE

Before making decisions on the purchase of library furnishings, the librarian should be familiar with all such merchandise offered by several major manufacturers of library equipment. Manufacturers' catalogs are the best source of such information. Prices, utility features, and design should be reviewed carefully in order to select wisely for the particular library. Library furniture can be attractive, functional, and substantial; aesthetic qualities should not be overlooked.

The recommended allowance of space between walls and tables is 3-1/2 feet, and between tables, 5 feet. The standard height for carrels and tables is 30 inches. A table having surface dimensions of 6 by 3 feet provides ample work space for four people. Chairs should be chosen both for sturdy construction and comfort; standard seat height is 18 inches from the floor. The choice of study carrels and of a circulation desk will depend upon the particular library situation. Above all else, the furnishings should contribute to the clientele's physical and mental well-being and to the effectiveness of the library's functioning.

LIGHTING

Lighting for the library must be planned as carefully as the furnishings. For reading rooms, the recommended lighting level is a minimum of 70 foot-candles, and for stack areas, 30 foot-candles. The Council on Library Resources has recently published a helpful monograph on this subject entitled Library Lighting (27).

BUDGET

The library budget should be a distinct item in the overall school of nursing budget. In cases where a combined medical-nursing or integrated health sciences library facility exists, the library may be the financial responsibility of the institution (with library services to the nursing school provided by the institution) or it may be financed on a dual basis from both nursing school funds and organizational funds. Such financial policies are ordinarily decided by the institution. Endowment funds, gifts, and library fees can be used as supplementary sources of income, but the library should be basically dependent upon and supported by specifically allocated institutional operating funds.

Apparent items in the budget include salaries, books, periodicals, binding, supplies, and capital equipment purchases and maintenance. Funds are also allotted for institutional membership in professional library organizations. If the institution's policy permits, the librarian's personal professional membership dues should be included in the budget. Expenses for the librarian's attendance at meetings, workshops, and other postgraduate programs are planned for at the time the budget is prepared. Professional support for the librarian is expected by present-day standards.

MR. ADMINISTRATOR:

Rate your library's three vital factors LIBRARIAN
COLLECTION
FACILITIES--with this checklist

Has your LIBRARIAN

- A clear understanding of the hospital's objectives: patient care, research, and education?
- Recognition as part of the team that accomplishes the hospital's goals--in terms of authority, responsibility, and salary?
- Communication channels with you and other hospital departments? An advisory committee representative of the library's users?
- The knowledge and judgment to operate a library that meets the hospital's needs today--and tomorrow?
- Formal training in health science library management? Hospital aid in acquiring it at both basic and advanced levels? MLA certification?
- Enough supporting staff that he can reserve his skills for the job of providing fast, comprehensive, and accurate information?
- Active interest in his field shown by participation in local and national meetings? Hospital financial backing so he can attend?
- Understanding of federal assistance programs as they apply to your library? Knowledge of your region's cooperative programs?

Is your library's
COLLECTION

- Open to nursing and other clinical staff as well as physicians?
- Supported by a written annual budget that takes into account current prices, today's literature explosion, and service costs?
- Well used as a result of orientation programs, book lists, exhibits--and the recommendation of satisfied users?
- Strengthened by serials that supply up-to-date clinical and research information? Balanced by at least a five-year file of much-used journals?
- Well stocked with books published within the past five years? Free of outdated texts?
- Supplemented by an interlibrary loan program to fill unusual requests? Lending its share to other libraries?
- Accessible because it is cataloged and classified? Enriched by indexes and recent reference books like dictionaries, directories, and handbooks?
- Supplied with material published in audiovisual form and the equipment necessary to use it?

Do your library
FACILITIES provide

- A central location on a traveled route?
- Quiet quarters designed specifically for the library?
Temperature and humidity controls?
- Enough room for growth? For efficient work space for the library staff? For use and storage of library materials and equipment?
- A way to photocopy?
- Functional and attractive furnishings conducive to browsing and study?
- Trained assistance scheduled when readers need it?
- Suitable hours and loan privileges?
- Consistent and simple arrangement of books and journals?

IF YOU ANSWERED "YES" to all these questions, CONGRATULATIONS!
YOUR library is a CREDIT!

Perhaps, however, you pinpointed a DEBIT. If so, ACT NOW to correct it.

Editor's note: Although the foregoing checklist was designed for the appraisal of medical libraries, it will be equally applicable to nursing libraries with a little mental editing. For example, for hospital, read school.

Reprinted by permission from "Your Medical Library--Debit or Credit," 1971 edition, published by the ~~Medical Library~~ Association, Chicago, Illinois.
Medical Library

REFERENCES AND BIBLIOGRAPHY

1. Abridged Index Medicus. Compiled by the Medical Library Association and the National Library of Medicine. Monthly. Annual cumulation. Washington, D.C., Government Printing Office, 1970- .
2. Akers, Susan G. Simple Library Cataloging. 5th ed. Metuchen, N.J., Scarecrow Press, 1969.
3. American Journal of Nursing Company, Educational Services Division. The National Survey of Audiovisual Materials for Nursing, 1968-1969. New York, the Company, 1970.
4. Nursing Thesaurus. Revised annually. New York, the Company, 1966- . Published each year as Part 2 of Issue No. 1 of the International Nursing Index. Available as a separate upon request from the American Journal of Nursing Company.
5. American Library Association, Subcommittee on the ALA Rules for Filing Cards. ALA Rules for Filing Catalog Cards. 2d ed. Pauline A. Seely, ed. Chicago, the Association, 1968.
6. Annan, Gertrude L., and Felter, Jacqueline W., eds. Handbook of Medical Library Practice. 3d ed. Chicago, Medical Library Assn., 1970.
7. Annan, Gertrude L., Taylor, Dorothy I., Lyons, Veronica, and Johnson, Barbara Coe. The Library--A Force for Better Nursing Care. Papers Presented at the Program Meeting of the Interagency Council on Library Tools for Nursing at the 1963 Convention of the National League for Nursing. (League Exchange No. 67.) New York, National League for Nursing, 1964.
8. Association of American Medical Colleges, Library Study Committee. "The Health Sciences Library: Its Role in Education for Health Professions." (Known as the Duval Report.) J. Med. Educ. 42:1-63, Aug. 1967, Pt. 2.
9. Association of Hospital and Institution Libraries, Hospital Library Standards Committee. Standards for Library Services in Health Care Institutions. Chicago, American Library Assn., 1970.
10. Books in Print. Annual. New York, Bowker, 1948- . Author-title-series index to The Publishers' Trade List Annual. Vol. 1, Authors; Vol. 2, Titles and Publishers.
11. Brandon, Alfred N. "Selected List of Books and Journals for the Small Medical Library." Bull. Med. Libr. Assn. 59:266-285, Apr. 1971.
12. Brown, Madeleine, and Kilgour, Frederick G. "The Disappearance of Unbound Journals." Bull. Med. Libr. Assn. 49:68-71, Jan. 1961.
13. Cumulative Index to Nursing Literature. Bimonthly. Annual cumulation. Glendale, Calif., Seventh-day Adventist Hospital Assn., 1956- . Bimonthly issues are titled Index to Nursing Literature.

14. Cutter, Charles A. Cutter-Sanborn Three-Figure Author Table. Distributed by H. R. Huntting Company, 300 Burnett Road, Chicopee Falls, Mass.
15. Current Catalog. Compiled by the National Library of Medicine. Monthly. Quarterly and annual cumulations. Washington, D.C., Government Printing Office, 1966- .
16. Duncan, Howertine Farrell. "Selected Reference Aids for Small Medical Libraries." Bull. Med. Libr. Assn. 58:134-158, Apr. 1970.
17. Fulcher, Jane M., Lefson, Eleanor E., and Smith, Joan, M.B. Quality Care--Community Service--Library Service. Papers Presented at the Program Meeting of the Interagency Council on Library Tools for Nursing at the 1969 Convention of the National League for Nursing. (League Exchange No. 89.) New York, National League for Nursing, 1969.
18. Hospital Literature Index. Quarterly. Annual cumulation. Chicago, American Hospital Assn., 1945- . Five-year cumulations issued as Cumulative Index of Hospital Literature.
19. Index Medicus. Compiled by the National Library of Medicine. Monthly. Washington, D.C., Government Printing Office, 1964- . Annual cumulation issued as Cumulated Index Medicus.
20. Interagency Council on Library Resources for Nursing. "Reference Sources for Nursing." Nurs. Outlook 18:47-52, Apr. 1970.
21. International Nursing Index. Quarterly. Annual cumulation. New York, American Journal of Nursing Co., 1966- . Prepared in cooperation with the National Library of Medicine.
22. Joint Committee of the Association of American Medical Colleges and the Medical Library Association. "Physical Facilities." Guidelines for Medical School Libraries. Special issue, Pt. 1, J. Med. Educ. 40:32-38, Jan. 1965.
23. Karel, Leonard, Pings, Vern M., Gerber, Louis S., and Brandon, Alfred N. Library Service in the Health Sciences. Papers Presented at the Program Meeting of the Interagency Council on Library Tools for Nursing at the 1967 Convention of the National League for Nursing. (League Exchange No. 83.) New York, National League for Nursing, 1967. Discussions of four kinds of institutional libraries and library service.
24. Lewis, Chester M., ed. Special Libraries: How To Plan and Equip Them. New York, Special Libraries Assn., 1963.
25. Mary Concordia, Sister. Basic Book and Periodical List: Nursing School and Small Medical Library. 4th ed. Peru, Ill., St. Bede Abbey Press, 1967.
26. Medical Library Association. "Your Medical Library...Debit or Credit?" 2d ed. Chicago, Medical Library Assn., 1971. Checklist available upon request from the Medical Library Association.
27. Metcalf, Keyes D. Library Lighting. Washington, D.C., Council on Library Resources, 1970.

28. National Education Association. Standards for Cataloging, Coding and Scheduling Educational Media. Washington, D.C., National Education Assn., 1968.
29. National League for Nursing. Criteria for the Evaluation of Diploma Programs in Nursing. 3d ed. New York, the League, 1969.
30. Toward Excellence in Nursing Education. A Guide for Diploma School Improvement. 2d ed. New York, the League, 1971.
31. Nursing Subject Headings. 4th ed. Glendale, Calif., Seventh-day Adventist Hospital Assn., 1970. Headings and cross references used in the Cumulative Index to Nursing Literature.
32. Piercy, Esther J. Commonsense Cataloging. New York, H. W. Wilson, 1965. Manual for the organization of books and other materials in schools and small public libraries.
33. Social Sciences and Humanities Index. New York, H. W. Wilson, 1965- .
34. Sommer, Robert. "The Ecology of Privacy." Libr. Quart. 36:234-248, July 1966.
35. Spalding, C. Sumner, ed. Anglo-American Cataloging Rules, North American Text. Chicago, American Library Assn., 1970.
36. Stearns, Norman S., and Ratcliff, Wendy W. "An Integrated Health-Science Core Library for Physicians, Nurses and Allied Health Practitioners in Community Hospitals." New Eng. J. Med. 283:1489-1498, Dec. 31, 1970.
37. Stearns, Norman S., Ratcliff, Wendy W., Getchell, Marjorie E., and Zeller, Karen. "A Core Nursing Library for Practitioners." Amer. J. Nurs. 70:818-823, Apr. 1970.
38. Subject Guide to Books in Print. 2 Vols. Annual. New York, Bowker, 1957-
An index to The Publishers' Trade List Annual.
39. Thomson, Sarah Katharine. Interlibrary Loan Procedure Manual. Chicago, American Library Assn., 1970.
40. U.S. Library of Congress, Subject Cataloging Division. Classification. Class Q: Science. 5th ed. (with supplementary pages). Washington, D.C., Library of Congress, 1950, reprinted 1967.
41. Classification. Class R: Medicine. 3d ed. (with supplementary pages). Washington, D.C., Library of Congress, 1952, reprinted 1966. If the collection is classified according to the Library of Congress scheme, other classes, in addition to the two that are cited, will have to be used for the proper classification of paramedical and nonmedical works--e.g., Class B, Philosophy and Religion (including psychology); Class H, Social Science; Class L, Education. All sections are updated by a supplement, Library of Congress Classification--Additions and Changes.
42. Subject Headings Used in the Dictionary Catalogs of the Library of Congress. 7th ed. Washington, D.C., Library of Congress, 1966. Updated by a supplement, Library of Congress Subject Headings--Additions and Changes.

43. U.S. National Library of Medicine. Guide to MEDLARS Services. (Public Health Service Publication No. 1697.) Bethesda, Md., National Library of Medicine, 1970.
44. Medical Subject Headings. (Known as MeSH.) Revised annually. Washington, D.C., Government Printing Office, 1960- . Published each year as Part 2 of Issue No. 1 of Index Medicus. Available as a separate from the Government Printing Office.
45. National Library of Medicine Classification. 3d ed. (with 1969 supplementary pages added). (Public Health Service Publication No. 1108, rev. 1969.) Bethesda, Md., National Library of Medicine, 1969. Available from the Government Printing Office, Washington, D.C. This classification scheme is supplemented by the Library of Congress classification for paramedical and nonmedical works.
46. Yale University, School of Nursing. Nursing Studies Index. 4 Vols. Prepared under the direction of Virginia Henderson. Philadelphia, Lippincott. An annotated guide to reported studies, research, research methods, and historical materials in periodicals, books, and pamphlets in English. Vol. 1, 1900-1929 (in preparation at this writing); Vol. 2, 1930-1949 (1970); Vol. 3, 1950-1956 (1966); Vol. 4, 1957-1959 (1963).